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Lesson Title: Introduction to Adventure
Unit: Identity through Adventure
Class: 10th
Date: Week One- Monday

1. Objectives:

- Students will participate in a class discussion that questions the idea of “adventure.”

PP/EP

- Students will be able to illustrate a decision that they have made in their life.

SE/IF

- Students will be able to reflect on a decision that they have made in their life and share with the class through participation in the MADLIB activity.
- Students will be able to share ideas about the activity, and recognize how decisions affected the story.

2. Sunshine State Standards:

- LA.910.1.7.1- use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.910.1.7.4- identify cause-and-effect relationships in text.

3. Materials

- Overhead Projector/Screen
- Writing Utensil
- Index Cards
- MADLIB Story

Additional Materials for ESOL students if necessary

- Construction Paper
- Colored pencils/Markers/Crayons

4. Lesson Sequence (and approximate times for each segment): (55 min.)

1. Teacher will explicitly explain the purpose and procedure of MADLIB activity. *Students will be asked to think about the term “adventure”.* (4 min.)
2. Teacher will pass out index cards to students. (1 min.)
3. Students will write one decision that they have made in life in the form of an infinitive ie: to. . . . As students prepare for MADLIB activity by writing personal decisions on index cards, they need to consider how that decision affected their life or even their day. The activities included in the lesson will introduce students to the concept that they will be exploring throughout the school year and will cause them to think critically about what “adventure” really means. (5 min.)
*PP/EP Students may draw visual representation of a decision.
4. Students will read the story taking turns as they move around the room and insert their own decisions into the text. (30 min.)
5. Discussion on how the story turned out. *How might things have been different if another decision had been made instead of the one included? How did the personal experiences people wrote about affect the plot and what did they tell you about each individual?* (15 min.)
* SE/IF Students may work with a partner to contribute to discussion

*Adaptations for different levels of ESOL students if necessary.

5. Assessment and Assessment Criteria:

- Students will participate in the creation of the MADLIB by sharing one personal decision.
- Students will engage in class discussion.
- Full credit will be given for participation in the day’s activities.

PP/EP

- Students will be assessed on their participation in the MADLIB activity.
- Students will be assessed on their ability to restate the points made in class during discussion.

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Megan Solko

SE/IF

- Students will be assessed on their participation in the MADLIB activity.
- Students will be assessed on their participation in and contribution to discussion.

6. Lesson Plan Extensions and Modification Ideas (i.e., How would you truncate or elaborate on the lesson to adjust for student needs, time constraints, etc.)

- Teacher can divide students into groups and have each group complete the MADLIB. Each group can then share how their story turned out and how each group member's contributed decision affected the plot. The groups can then collectively contribute to discussion.

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Lesson Title: Introduction to Adventure Part 2
Unit: Identity through Adventure
Class: 10th
Date: Week One- Tuesday

1. Objectives:

- The students will work collaboratively to create a working definition of the term “adventure.”
- Students will build on prior knowledge by brainstorming ideas about the term and will review several movie clips to determine how they meet the standards of an “adventure.”

PP/EP

- Students will identify elements from film clips that demonstrate “adventure.”

SE/IF

- Students will be able to brainstorm ideas about “adventure” and draw on both personal and cultural experiences.
- Students will be able to recognize elements of adventure through examples shown in film clips.

2. Sunshine State Standards:

- LA.910.1.7.1- use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA. 910.1.7.4 - identify cause-and-effect relationships in text.
- LA.910.2.1.4- identify and analyze universal themes and symbols across genres and historical periods, and explain their significance.

3. Materials

- Poster board
- Markers
- Television

- VCR or DVD Player

4. Lesson Sequence (and approximate times for each segment): (55 min.)

1. Students will reflect on the class discussion from the previous lesson. Students will also contemplate essential question- *How does adventure influence identity?* (5 min.)
2. Teacher will explicitly explain the instructions for class activity. (2 min.)
3. Teacher will have students number off into groups of four. (1 min.)
4. Students brainstorm what adventure is in groups and put ideas on poster board paper. (10 min.)
*PP/EP Students may include visuals on poster.
5. Students share responses with their classmates and explain reasoning. (10 min.)
6. Teacher will explicitly explain instructions and purpose of next activity. (2 min.)
7. Teacher plays several clips from movies. Students are asked whether they can be classified as adventures or not. Students must defend their responses- *After each clip students do think-aloud to share their opinions.* (20 min.)
*SE/IF Students may work with a partner or in groups to discuss clips.
8. Teacher creates working definition of adventure with the class, which students can refer back to throughout the year. (5 min.)

* Adaptations for different levels of ESOL students if necessary.

5. Assessment and Assessment Criteria:

- Students participate in the group brainstorming activity and share ideas with peers.
- Students engage in class discussion.

PP/EP

- Students will be assessed on their participation in the group brainstorming activity.

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Megan Solko

- Students will be assessed on their ability to recognize examples of adventures.

SE/IF

- Students will be assessed on their contribution to the group brainstorming activity.
- Students will be assessed on their ability to defend their explanation about a movie clip.

6. Lesson Plan Extensions and Modification Ideas (i.e., How would you truncate or elaborate on the lesson to adjust for student needs, time constraints, etc.)

- Students can revisit their brainstorming charts and add to them after viewing movie clips. These charts can be posted around the room to remind students of adventure elements and forms. Students could also use picture books or other texts to show as examples of adventure.

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Lesson Title: Treasure Mapping
Unit: Identity through Adventure
Class: 10th
Date: Week One- Wednesday

1. Objectives:

- The students will make predictions about *Treasure Island*.
- The students will enter the story world and reflect on how the book adheres to the working definition of “adventure.”

PP/EP

- Students will be able to practice making predictions.

SE/IF

- Students will be able to build vocabulary skills and classify terms into groups based on their predictions.
- Students will be able to create a gist statement.

2. Sunshine State Standards:

- LA.910.1.6.1 - use new vocabulary that is introduced and taught directly.
- LA.910.1.7.1- use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.

3. Materials

- Probable Passage Worksheet
- Overhead Projector/Screen
- *Treasure Island* text
- Exit Out Cards

4. Lesson Sequence (and approximate times for each segment): (55 min.)

1. Students will complete a jumpstart activity answering the question, “Write about a person in your life that made you cautious of him/her. Why did you feel this way? (5 min.)
2. Teacher will explicitly explain the purpose and procedure of “Probable Passage.” (2 min.)
3. Teacher will model activity with students using “The Three Little Pigs.” (3 min.)
4. Students will complete activity individually on *Treasure Island*. (15 min.)
* PP/EP Students may work with a partner to complete the “Probable Passage.”
5. Class will complete activity again using student majority responses. (5 min.)
6. Students may share individual gist statements. (2 min.)
7. Class will begin reading the novel, Chapter 1. (20 min.)
8. Refer back to gist statements. Were they correct? (2 min.)
9. Teacher distributes Exit Out Card (1 min.)
10. Students complete card for homework and turn-in next class.
11. Students read chapters 2-4 for homework.

*Adaptations for different levels of ESOL students if necessary.

5. Assessment and Assessment Criteria:

- Students will complete “Probable Passage” worksheet with gist statement and questions about the book.
- Students will negotiate with classmates and support arguments for categorization of given words.
- Exit Out card reflects connection between text and theme of adventure.

PP/EP

- Students will be assessed on their practice making predictions using the “Probable Passage” strategy.

SE/IF

- Students will be assessed on their completion of the pre-reading strategy.
- Students will be assessed on their completion of the Exit Out Card.

6. Lesson Plan Extensions and Modification Ideas (i.e., How would you truncate or elaborate on the lesson to adjust for student needs, time constraints, etc.)

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- Students complete “Probable Passage” in groups and then share group gist statements.

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Lesson Title: Multigenres

Unit: Identity through Adventure

Class: 10th

Date: Week One- Thursday

Adapted from http://www.readwritethink.org/lessons/lesson_view.asp?id=1143

Rationale: Adventure is a broad term that extends across cultures and genres. To help students recognize the various forms that adventure can take in life, students will learn about multigenres. Using a variety of writing genres students will learn new vocabulary that relate to the idea of adventure. A lesson on multigenres will also build on students prior knowledge as students reflect on the movie clips shown in class and their genres. As a result of the lesson, students will not only have a better understanding of adventure, but also improve vocabulary and writing skills.

“The goal of vocabulary instruction should not necessarily be an in-depth understanding of new words, but rather an accurate, albeit surface, knowledge of new words that will form the basis for greater understanding of content” (Marzano 60).

1. Objectives:

- The students will expand their vocabulary and comprehension of *Treasure Island* by exploring both adventure terms and unfamiliar words from the text.

PP/EP

- Students will be able to improve their vocabulary knowledge to help them better understand the text.

SE/IF

- Students will be able to use at least two multigenres to depict the meaning of new vocabulary terms.
- Students will be able to select words they are unfamiliar with when reading and use multigenres to help determine the meaning.

2. Sunshine State Standards:

- LA.910.1.6.3- use context clues to determine meanings of unfamiliar words.
- LA.910.1.6.6 - distinguish denotative and connotative meanings of words.
- LA.910.1.6.10 - determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.

- LA.910.2.1.6- create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an author's development of time and sequence through the use of complex literary devices such as foreshadowing and flashback.

3. Materials

- Overhead Projector/Screen
- Writing Utensil
- Vocabulary Word Box Diagram
- Multigenre Glossary Guide
- Sample Glossary Page
- Vocabulary List Guidelines
- Multigenre Glossary Assessment Checklist
- Dictionaries or Internet Access
- Construction Paper
- Colored pencils/Markers/Crayons
- *Treasure Island* text

4. Lesson Sequence (and approximate times for each segment): (55 min.)

1. Students will complete a vocabulary word box. Using the term "sabre" (from Chapter 1) and its definition, "a fencing sword with a v-shaped blade and a slightly curved handle" (dictionary.com), students will create synonyms, antonyms, a sentence with the word, and a picture to represent the word's meaning together with the teacher.
2. Teacher will explicitly explain the significance of vocabulary and the purpose for creating special glossaries. (3 min.)
3. Ask students if they know what "multigenre" means. Students discuss what they think the term means, and provide examples of various genres. (5 min.)
* PP/EP/SE/IF Teacher will explain the term genre.
4. Students will complete vocabulary word box activity on word multigenre. (5 min.)

5. Teacher distributes “Multigenre Glossary Guide” to students and provides a detailed explanation of each genre. Sample models will be passed around for students to see. Teacher will explicitly explain instructions for completing glossary activity and will model with an example. (6 min.)
6. Teacher writes several terms on the board along with letters and numbers that correspond to the genres listed in the “Multigenre Glossary Guide.” (Written on board prior to beginning of class)
7. Students are assigned a letter A-F and informed of which genres they will be using to gain a better understanding of the assigned vocabulary. (1 min.)
*PP/EP Students may use fewer genres. (Modify length of assignment)
8. Students may use dictionaries or online sources such as dictionary.com and www.thesaurus.com to look up definitions. (5 min.)
Students working on the same word may help one another.
9. Allow students time to work on completing glossary activity. (20 min.)
* PP/EP Students may work with English proficient students to create glossary page.
10. Teacher distribute slips of construction paper/bookmarks to students. (1 min.)
11. Teacher explicitly instructs students to record unfamiliar words they come across in the text on bookmarks. (1 min.)
12. Teacher provides students with guidelines for selecting words. (3 min.)
*PP/EP Students may create index cards for vocabulary to add to word bank.
13. Students read Chapters 5-6 for homework and write at least three terms on their bookmarks.

*Adaptations for different levels of ESOL students if necessary
Students may also be given additional time to complete the assignment.

5. Assessment and Assessment Criteria:

- Students will complete jumpstart activity.
- Students will turn in glossary word sheet.

PP/EP

- Students will be assessed on their glossary page, which may include visuals.

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- Students will be assessed on their ability to rephrase the definition of multigenres.
- Students will be assessed on completion of the jumpstart.

SE/IF

- Students will be assessed on their glossary page.
- Students will be assessed on completion of the jumpstart.

6. Lesson Plan Extensions and Modification Ideas (i.e., How would you truncate or elaborate on the lesson to adjust for student needs, time constraints, etc.)

- Students can work in groups to define certain terms using various genres, and then share their glossary with the rest of the class. Book of all glossary pages can be put together and kept in classroom for future reference.

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Lesson Title: Crew Time
Unit: Identity through Adventure
Class: 10th
Date: Week One- Friday

Rationale: According to research, students are more likely to retain information they teach to their peers (National Training Laboratories, Bethel, Maine). To help students learn effectively, students will have the opportunity to review the novel, use multiple intelligences to create a presentation, and improve public speaking skills. Students will also strengthen reading skills as they use a post-reading strategy to reflect on the core text. Presenting on key events from the first six chapters of *Treasure Island* will cause students to question how adventure shapes identity.

1. Objectives:

- Students will reflect on the adventure element in *Treasure Island* and discuss how the events have influenced the protagonist.
- Students will help each other review the core text.

PP/EP

- Students will work with their group to illustrate what happened in the text.

SE/IF

- Students will contribute to group ideas and final product.
- Students will be able to explain how key events or scenes affected the character.

2. Sunshine State Standards:

- LA.910.1.7.3- determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.
- LA.910.1.7.4 - identify cause-and-effect relationships in text.
- LA.910.1.7.5- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.
- LA.910.4.1.2- incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

3. Materials

- *Treasure Island* text
- Poster board
- Colored pencils/Markers/Crayons

4. Lesson Sequence (and approximate times for each segment): (55 min.)

1. Students will respond to the prompt: Write a paragraph about an event in your life that changed your life. How did you react? (5 min.)
2. Teacher will explicitly explain the purpose and procedure of group activity-*Mix between literature circle and jigsaw.* (5 min.)
3. Students will be divided into groups and assigned a chapter from *Treasure Island*.. (2 min.)
4. Teacher will explicitly explain the purpose and procedure of retelling. (3 min.)
5. Students will be asked to retell/summarize key points from their assigned chapter and will create a product to share with the rest of the class as a review of the text. (30 min.)
Students may pose questions, use images, reenact a scene, etc.
6. Students will share chronologically (by chapter) with their classmates. (10 min.)
7. Read chapters 7-10 over the weekend for homework.

*Adaptations for different levels of ESOL students if necessary.

5. Assessment and Assessment Criteria:

- Students will complete jumpstart activity.
- Students will engage in class discussion
- Students will participate in group activity.
- Students will contribute to development/presentation of cooperative product.

PP/EP

- Students will be assessed on completion of jumpstart.
- Students will be assessed on their participation in group activity and cooperation with peers.

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SE/IF

- Students will be assessed on their completion of jumpstart.
- Students will be assessed on their participation in and contribution to group activity.

6. Lesson Plan Extensions and Modification Ideas (i.e., How would you truncate or elaborate on the lesson to adjust for student needs, time constraints, etc.)

- Students can be assigned chapters in advance and have more time to prepare a presentation with group members.

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Lesson Title: Scene Analysis
Unit: Identity through Adventure
Class: 10th
Date: Week Two- Monday

1. Objectives:

- Students will be able to understand how little parts of the story greatly affect and are important to understanding the adventure, the characters, and the chain of events.
- Students will be able to identify vocabulary words that are important in relation to the theme of the book.
- Students will be able to illustrate a scene from a given text.

PP/EP

- Students will be able to understand vocabulary words when taught through dictionary definition, translation, actions, and pictures.
- Students will be able to illustrate a given scene that has been properly explained and identified.

SI/IF

- Students will be able to identify vocabulary words that are important in relation to the theme of the book.
- Students will be able to illustrate a scene from a given text.

2. Sunshine State Standards:

- LA.910.2.1.2 - analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict).
- LA.910.2.1.5 - analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

- LA.910.2.1.9- identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts.
- LA.910.2.1.10- select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.

3. Materials:

- *Treasure Island* text (Each student bring own copy, Teacher Copy)
- Poster board for each group (6-7 pieces)
- Letter to parents about Friday's movie clips from *The Butterfly Effect*
- Crayons/Colored pencils/Markers

4. Lesson Sequence (and approximate times for each segment): (55 min.)

1. (Week one Thursday's Homework was for students to pick out vocabulary words from assigned reading in *Treasure Island* that seemed to portray and illustrate the common happenings in the story.)
2. Welcome Students and Recap what they have read so far in *Treasure Island*. (8 min.)
*PP/EP- Teacher will recap story with fitting actions, hand gestures, and pictures.
3. Introduce students to the blank story board in the front of the room. (4 min.)
4. Ask students to share some of the important vocabulary words they found, and record them on the front board. (6 min.)
5. Discuss with student how some of these words relate to the story and its events. (8 min.)
*PP/EP- Have these students pair up with a non PP/EP buddy to help in defining vocabulary words and identifying through gestures and pictures.
6. Have students number off and get into groups. Allow around 5-6 groups. (2 min.)
*PP/EP- Let PP/EP students stay in the same group as their previous buddy. No more than one PP/EP student per group if able.

7. Explain Scene It Activity to students. In the Scene It Activity, each group will choose one word from the vocabulary list on the board made from Friday's homework assignment. Students will then create a poster of a scene in the story that incorporates that word and shows the word's importance. (4 min.)
8. Model this for students: Choose the word boat and show figure 2.1 and explain the significance of boat in Treasure Island. (2 min.)
9. Let students work on their posters. (10 min.)
10. Students will then present their posters to the classroom pointing out the chosen word and the significance of the word and the picture to Treasure Island. (8 min.)
11. Put posters up on the Story board. (2 min.)
12. Allow extra time for students to begin their homework reading in Treasure Island. (Chapters 11-12) (6 min.) Send home letter to parents informing them of Friday's movie.

5. Assessment and Assessment Criteria:

- Students will be assessed on their participation in identifying vocabulary words from the text that relate to the theme of the book.
- Students will be assessed on their completion of the Scene It Activity.

PP/EP

- Students will be assessed on their cooperation with their buddy and their participation in the Scene It Activity.

SE/IF

- Students will be assessed on their ability to identify Vocabulary words that relate to the book.
- Students will be assessed on their participation in the Scene It Activity.

6. Lesson Plan Extensions and Modification Ideas (i.e., How would you truncate or elaborate on the lesson to adjust for student needs, time constraints, etc.)

- Already prepare a list of good vocabulary words ready for the students.
- Use pre made index cards to assign students their group activity vocabulary word with the word and some suggestions on the card.

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Lesson Title: Character Analysis
Unit: Identity through Adventure
Class: 10th
Date: Week Two- Tuesday

1. Objectives:

- Students will be able to analyze a chosen character from the given text in detail.
- Students will be able to illustrate and identify characteristics about a chosen character in a given book.

PP/EP

- Students will be able to help illustrate a given character and point to the characteristic when identified orally.

SE/IF

- Students will be able to analyze a chosen character from the given text in detail.
- Students will be able to illustrate and identify characteristics about a chosen character in a book.

2. Sunshine State Standards:

- LA.910.2.1.2 - The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict).
- LA.910.2.1.5- The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).
- LA.910.2.1.10- The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.

3. Materials

- Student and Teacher copies of *Treasure Island* text
- Poster Board (6-7 pieces)
- Crayons/Colored pencils/Markers/Pens

4. Lesson Sequence (and approximate times for each segment): (55 min.)

1. Welcome students. Recap and discuss what happened in the previous night's reading homework. (Chapter 11 and 12) (10 min.)
2. Have students count off into groups, different than Monday's groups. Make around 5-6 groups. (3 min.)
3. Introduce activity. Students will be assigned a character from *Treasure Island*. Some groups may receive the same character. Groups will make a poster illustrating what they think or have read their character looks like. Groups will include words and traits that relate to their character. They will include a brief analysis on the back of the poster about the character, 1-2 paragraphs. (6 min.)
**PP/EP- Students will be paired with a non PP/EP buddy. Teacher will use hand gestures to point to different characteristics and then name them.*
4. Teacher will model activity. Show poster made about character. Then explain character analysis. (4 min.)
**PP/EP- Teacher will model activity using hand gestures, facial expressions, pointing to characteristics on self, and pictures.*
5. Allow students to complete activity. (15 min.)
6. Students will then present their character posters and explain their analysis, and then put posters on Story Board. (10 min.)
7. Extra time in class will be given to students to start their assigned reading for homework. (Chapters 13-14) (7 min.)

*Adaptations for different levels of ESOL students if necessary

5. Assessment and Assessment Criteria:

- Students will be assessed on their ability to analyze a character from the text in detail.
- Students will be assessed on their participation and completion in illustrating a character from the text.

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PP/EP

- Students will be assessed on their participation in the illustration activity.
- Students will be assessed on their ability to correctly point to a characteristic when asked orally.

SE/IF

- Students will be assessed on their ability to analyze a character from the text in detail.
- Students will be assessed on their participation and completion in illustrating a character from the text.

6. Lesson Plan Extensions and Modification Ideas (i.e., How would you truncate or elaborate on the lesson to adjust for student needs, time constraints, etc.)

- Teacher can already have a pre made list of characteristics that could describe characters in the text on index cards as a suggestion list for groups during the activity.

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Lesson Title: Decisions, Decisions
Unit: Identity through Adventure
Class: 10th
Date: Week Two- Wednesday

1. Objectives:

- Students will be able to take a chosen scene from the given text in which the character makes a decision.
- Students will then be able to identify the opposite decision and develop a sequence of events showing how changing that decision would change the adventure in the text.
- Students will be able to portray their Choose Your Own Adventure story line in a creative outlet.

PP/EP

- Students will be able to understand the change of sequence that comes from making the opposite decision in a text.
- Students will be able to participate in creating a story line for an opposite decision.

SE/IF

- Students will be able to take a chosen scene from the given text in which the character makes a decision.
- Students will then be able to identify the opposite decision and develop a sequence of events showing how changing that decision would change the adventure in the text.
- Students will be able to portray their Choose Your Own Adventure story line in a creative outlet.

2. Sunshine State Standards:

- LA.910.2.1.2- The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
- LA.910.2.1.5- The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and

analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

- LA.910.2.1.10 The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.

3. Materials:

- Student and Teacher copies of Treasure Island Text
- Poster board with one lined side and one blank side
- Colored Pencils/Crayons/Pens/Pencils
- Tape

4. Lesson Sequence (and approximate times for each segment): (55 min.)

1. Welcome students and recap/discuss previous night's reading homework in Treasure Island. (Chapter 13-14) (10 min.)
*PP/EP- Teacher will recap using pictures, hand gestures, and facial expressions.
2. Have students count off numerically to form groups. Groups should be different from Monday and Tuesday's groups. Students should form 4-6 groups. (2 min.)
*PP/EP- Students will be paired with a non PP/EP student and put in the same group as them. Only one PP/EP student per group if able.
3. Explain activity. Students will choose a scene from what they have already read in Treasure Island. They will choose a scene in which one of the characters makes a decision or choice. Students will then create a story line continuing on as if the character had made the opposite choice that the character had done in Treasure Island. (6 min.)
*PP/EP- Teacher will act out a scene emphasizing a decision, it's choice, and then after effects. Teacher will then act out the same scene emphasizing the scene as the same one with the same decision, making opposite choice, and it's after effects. Teacher will use hand gestures, pictures, and facial expressions.

4. Teacher will model activity as previously done in above PP/EP modification and with a written story line on the front board. Students will help the teacher identify a scene, it's decision, the opposite choice, and after effects. (4 min.)
5. Students will now complete the activity. (10 min.)
*PP/EP- Student will rely on buddy to help walk them through.
6. Students will act out the story line they made up for the choice/decision in the story they chose that the character did not make. (15 min.)
7. Add written story line to the story board. (2 min.)
8. Allow students extra class time to start assigned reading homework. (Chapter 15-16) (6 min.)

*Adaptations for different levels of ESOL students if necessary.

5. Assessment and Assessment Criteria:

- Students will be assessed on their ability to choose a scene from the text in which a character makes a decision, correctly identify the opposite decision in the scene, and then develop a scene of events from the new decision.
- Students will be assessed on their participation in creating the opposing decision storyline and participation in the portrayal of it in a creative outlet.

PP/EP

- Students will be assessed on their ability to identify the opposing decision and one outcome that may come from it that differs from the original text when given a decision in a situation orally.
- Students will be assessed on their participation in creating an opposing story line.

SE/IF

- Students will be assessed on their ability to choose a scene from the text in which a character makes a decision, correctly identify the opposite decision in the scene, and then develop a scene of events from the new decision.
- Students will be assessed on their participation in creating the opposing decision storyline and participation in the portrayal of it in a creative outlet.

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6. Lesson Plan Extensions and Modification Ideas (i.e., How would you truncate or elaborate on the lesson to adjust for student needs, time constraints, etc.)

- Teacher can already choose scenes in the text where big decisions are made and identify them on index cards. Teacher can identify scene, two decisions, and tag as chosen or not chosen on each index card. Each group can then use an index card to guide them.

Ashley Bower
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Lesson Title: Road Mapping
Unit: Identity through Adventure
Class: 10th
Date: Week Two- Thursday

1. Objectives:

- Students will be able to analyze a given poem and relate it back to previously learned information.

PP/EP

- Students will be able to follow along the central theme of the poem and how it relates to previous activities by correctly modeling the teachers decision-choice object example.

SE/IF

- Students will be able to analyze a given poem and relate it back to previously learned information.

2. Sunshine State Standards:

- LA.910.2.1.3- The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position).
- LA.910.2.1.4- The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance.
- LA.910.2.1.7- The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.
- LA.910.2.1.10- The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary

to connect topics and function as a fully literate member of a shared culture.

3. Materials:

- Enough copies of the poem “The Road Not Taken” for each student
- Objects that fit a category, such as one apple and one orange (Choose fruit between apple and orange)

4. Lesson Sequence (and approximate times for each segment): (55 min.)

1. Welcome students and recap/discuss previous night’s assigned reading homework. (Chapter 15-16) (10 min.)
2. Discuss activity from yesterday, Wednesday. Relate it to the idea of having two decisions and choosing one. What the class did was explore the decision not chosen. Look at the decisions as two paths or roads, and the one not chosen is the path/road not taken. (6 min.)
*PP/EP- Teacher will use hand gestures, facial expressions, and class created posters from the week.
3. Discuss with students some choice’s that they make every day in their lives. (4 min.)
*PP/EP- Make sure students understand choice through examples. Models using two objects, and the distinction of choosing one. Explain decision to PP/EP students of choosing favorite fruit. Show them decision one apple and decision two orange.
4. Hand out a copy of Robert Frost’s poem “The Road Not Taken”. (2 min.)
5. Allow students to read the poem silently at their seats first and then read the poem out loud to the students second. (4 min.)
*PP/EP- Explain to students the basic understanding of the poem as it relates to the past activities of having two decisions and picking one. Relate the road not taken aspect to yesterday’s lesson.
6. Discuss and analyze the poem with the students and the poem’s meaning. (12 min.)
*PP/EP- Relate poem back to each day’s activities. Act out poem using two objects.

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7. Relate the poem back to Wednesday's activity and *Treasure Island*. (8 min.)
8. 9 min left , Assigned hw reading chapters 17-18

*Adaptations for different levels of ESOL students if necessary

5. Assessment and Assessment Criteria:

- Students will be assessed on ability to analyze a poem in detail, and correctly relate it back to previously learned information.

PP/EP

- Students will be assessed on ability to correctly model and identify two decisions, One choice model after the teacher shows it.

SE/IF

- Students will be assessed on ability to analyze a poem in detail, and correctly relate it back to previously learned information.

6. Lesson Plan Extensions and Modification Ideas (i.e., How would you truncate or elaborate on the lesson to adjust for student needs, time constraints, etc.)

- Teacher can have students create a poem/skit in which they come upon a decision between two things, and have to choose one.

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Megan Solko

Lesson Title: Cause and Effect
Unit: Identity through Adventure
Class: 10th
Date: Week Two- Friday

1. Objectives:

- Students will be able to identify cause/effect relationships.
- Students will be able to analyze movie clips for cause/effect relationships and compare them to a previously discussed piece of poetry.

PP/EP

- Students will be able to understand cause/effect relationships, and model one after the teacher example.

SE/IF

- Students will be able to identify cause/effect relationships.
- Students will be able to analyze movie clips for cause/effect relationships and compare them to a previously discussed piece of poetry.

2. Sunshine State Standards:

- LA.910.2.1.3- The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position).
- LA.910.2.1.4- The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance.
- LA.910.2.1.7- The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.
- LA.910.2.1.10- The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary

to connect topics and function as a fully literate member of a shared culture.

3. Materials:

- Student and Teacher copies of “The Road Not Taken”
- Bowling ball
- Ten bowling pins
- Movie Clips from *The Butterfly Effect*

4. Lesson Sequence (and approximate times for each segment): (55 min.)

1. Welcome Students and recap/discuss the previous night’s assigned reading homework. (Chapters 17-18) (5 min.)
2. Review and discuss Story Board made the class and the week’s activities. (8 min.)
3. Discuss the idea of week rationale: Little decisions making big impacts. (8 min.)
*PP/EP- Model cause/effect relationships using bowling ball and ten bowling pins. Roll bowling ball down and know over the pins. Because you threw the ball, you knocked down the pins.
4. Show scenes from movie *The Butterfly Effect* portraying cause and effect relationships between decisions and consequences. (3 Scenes around 2 min. each = 6 min.)
*PP/EP- Expand upon the scene with detailed explanation of the cause/effect relationships.
5. Discuss and analyze the movie clips and how they show cause/effect relationships and how each different decision affected the outcome of the scene. (4 min for each of 3 Scene = 12 min.)
6. Compare “The Road Not Taken” and the class activity from Wednesday to the shown movie clips. (12 min.)
7. Allow extra for students to begin assigned reading homework. (Chapters 19-20) (3 min.)

*Adaptations for different levels of ESOL students if necessary.

5. Assessment and Assessment Criteria:

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- Students will be assessed on their participation in correctly identifying cause/effect relationships.
- Students will be assessed on their participation in correctly identifying cause/effect relationships in movies with analysis and relation to “The Road Not Taken” poem.

PP/EP

- Students will be assessed on the ability to correctly model a cause/effect relationship after the teacher’s example.

SE/IF

- Students will be assessed on their participation in correctly identifying cause/effect relationships.
- Students will be assessed on their participation in correctly identifying cause/effect relationships in movies with analysis and relation to “The Road Not Taken” poem.

6. Lesson Plan Extensions and Modification Ideas (i.e., How would you truncate or elaborate on the lesson to adjust for student needs, time constraints, etc.)

- Teacher can include more cause/ effect relationship examples.
- Students can create their own cause/effect examples.

Ashley Bower
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Lesson Title: Road Signs
Unit: Identity through Adventure
Class: 10th
Date: Week 3- Monday

1. Objectives:

- Students will make connections from the in class reading of *Rules of the Road* by Joan Bauer to *Treasure Island*.
- Students will come up with a directional sign that represents a piece of advice they wish they had received.

Objectives are the same for ESOL students.

2. Sunshine State Standards:

- LA.910.1.5.1- The student will adjust reading rate based on purpose, text difficulty, form, and style.
- LA.910.1.7.6- The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections.
- LA.910.1.7.7- The student will compare and contrast elements in multiple texts.
- LA.910.5.2.2- The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations).
- LA.910.5.2.3- The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations.
- LA.910.2.1.7- The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.
- LA.910.2.2.2: The student will use information from the text to answer questions or to state the main idea or provide relevant details.

3. Materials:

- Journals

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- Short passage from *Rules of the Road*
- Pen/Pencil
- Poster board
- Markers

Additional Materials for ESOL students if necessary

- Dialogue journals

4. Lesson Sequence (and approximate times for each segment): (55 min.)

- Students will respond to the question “When faced with a decision, how do you weigh your options? Are there ‘signs’ to affect your decision making?” in their journals. (5 min.)
- Teacher will hand out a passage of *Rules of the Road* by Joan Bauer. While handing out the passage, the teacher will summarize the story about a young girl who goes on a cross-country trip with her older boss to escape the reality of her life at home. (1 min.)
- Students will take turns reading the passage, with turns determined by students’ names on index cards, which are shuffled and a name is drawn by the teacher each time. This will be followed by a short discussion. (10 min.)
- The passage is a pondering of the main character, who wishes there were signs in life like the ones one finds while driving and how these signs would make life decisions much easier.
- Teacher will then display the phrase “If I only knew then what I know now” for the class. Teacher will ask students to explain the phrase and give examples. (3 min.)
- Teacher will then instruct students to brainstorm in their journals the sorts of advice they would give to their past selves in specific situations. (3 min.)
- Teacher will then hand out poster board and markers and instruct students to create a “Road Sign for Life” with the advice they have chosen to give their former self (15 min.)
- *PP/EP- The teacher will display real road signs as a visual aid.
- Students will present their road signs on a volunteer basis and explain how the advice would have helped them in their decision making. All students will come up with this justification on the back of their road signs (15 min.)
- Students will be given the remainder of class to reflect on the lesson or read silently. (3 min.)

*Adaptations for different levels of ESOL students if necessary.

Teacher will read the statements and instructions aloud as well as displaying the text for ESOL students.

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5. Assessment and Assessment Criteria:

- Students can come up with justification for the advice they would give their former selves.
- Students participate in the in class reading.

PP/EP

- ESOL students will add new vocabulary to dialogue journals.

6. Lesson Plan Extensions and Modification Ideas (i.e., How would you truncate or elaborate on the lesson to adjust for student needs, time constraints, etc.)

- Students may use this road sign activity for a character road map as their culminating project.

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Lesson Title: Obstacles and Signs
Unit: Identity through Adventure
Class: 10th
Date: Week 3- Tuesday

Rationale: Students will be reading as a group in order to connect with their peers in the reading as required reading can become such an individualistic task, students may feel separated from those who are also reading the text. The Socratic circles will provide students with a chance to make the connections from this older, more “classic” text about adventure to a more modern, relatable type of adventure found in *Rules of the Road*.

1. Objectives:

- Student will read from the text, *Treasure Island*, as a class.
- Student will participate in a class discussion of assigned reading.
- Student will draw from both in class reading of *Treasure Island* and previous reading of *Rules of the Road* by Joan Bauer from Monday’s class to contribute to the discussion.

PP/EP

- Students will add vocabulary to dialogue journals.

SE/IF

- Students will be able to answer comprehension questions about the novel.

2. Sunshine State Standards:

- LA.910.1.6.2- The student will listen to, read, and discuss familiar and conceptually challenging text.
- LA.910.1.6.3- The student will use context clues to determine meanings of unfamiliar words.
- LA.910.1.6.10- The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.
- LA.910.1.7.1- The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.910.1.7.2- The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning.

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- LA.910.1.7.6- The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections.
- LA.910.1.7.7- The student will compare and contrast elements in multiple texts.

3. Materials:

- Journals
- Pen/pencil
- *Treasure Island* by Robert Louis Stevenson
- Passage from *Rules of the Road* by Joan Bauer

Additional Materials for ESOL students if necessary

- Computer
- Dialogue journals

4. Lesson Sequence (and approximate times for each segment): (55 min.)

1. Students will summarize the previous day's reading of *Rules of the Road* in their daily journaling activities. (5 min.)
2. Teacher will then organize in class reading from the text *Treasure Island*. Students will read in turn as determined by a random shuffling of cards with students' names on them. (20 min.)
3. Students will then take turns in Socratic Circles discussing the chapter and the teacher will grade students on thoughtful participation. (25 min.)
4. As an "exit out card," students will be instructed to come up with one road sign they would make for the main character, Jim Dawkins. Teacher will model this with one he/she has already made. Students will be given the remaining five minutes of the class to create a small draft of this to turn in with an explanation on the back for what part of the story the sign belongs in. (5 min.)
*PP/EP- Students may work with a partner to create sign.

*Adaptations for different levels of ESOL students if necessary.

5. Assessment and Assessment Criteria:

- Students have thoughtful participation in Socratic circles.
- Students create exit out road signs, relating *Rules of the Road* passage from previous day to *Treasure Island* as an adventure in a different vein.

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6. Lesson Plan Extensions and Modification Ideas (i.e., How would you truncate or elaborate on the lesson to adjust for students needs, time constraints, etc.)

- The adolescent novel, *Rules of the Road* will be available on a book list for students to read for individual reading assignments and they may use road signs as an alternative book report for this text or another.

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Lesson Title: Would You Rather? / Introduction to In-Process Activity

Unit: Identity through Adventure

Class: 10th

Date: Week 3- Wednesday

Rationale: This activity is a fun way to introduce students to the in process activity for the unit by showing them options they can choose from. Students can then apply their decision making to the assignment where they will be changing the decisions made by the characters in order to change the outcome of the story and thus the way the events affect the character's identity.

1. Objectives:

- Students will make justifications for their choices in a class activity.

Objectives are the same for ESOL students.

2. Sunshine State Standards:

- LA.910.1.7.1- The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.910.1.7.6- The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
- LA.910.1.7.7- The student will compare and contrast elements in multiple texts.
- LA.910.3.1.1- The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests.
- LA.910.5.2.1- The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation).
- LA.910.5.2.3- The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations.

3. Materials:

- Journals
- Pen/Pencil

Additional Materials for ESOL students if necessary

- Dialogue journals

4. Lesson Sequence (and approximate times for each segment): (55 min.)

1. Students will write a reflection about the previous night's reading assignment (Chapter 24 in *Treasure Island*) (5 min.)
2. Before class, teacher will place a strip of masking tape down the center of the room. Teacher will have students choose between two options and when making their decision, they must choose to stand on one side of the tape or the other. The options will begin with silly questions such as
 - A. Would you rather...
 1. Eat a jar of peanut butter with no milk or eat a jar of salsa with no water?
 2. Climb the Empire State Building with no net or swim in shark infested water with no cage?
 3. Come to school wearing a clown suit or a gorilla costume?
3. The questions will heighten in their degree of seriousness when students are then asked morality questions such as:
 - B. Would you rather...
 1. Keep quiet about someone cheating on a test or tell the teacher?
 2. Steal from someone who would never find out or not?
 3. Lie about something very serious to get out of something or be honest?
4. The questions will then change to ones regarding the texts we have been reading.
 1. If you were Jim Dawkins would you have left with the ship to find the treasure? Yes or no?
 2. Would you have taken such close care of Billy Bones?
 3. If you were [Main Character in Rules of the Road] would you have agreed to help [Owner of shoe store] (30 min.)
5. Following this activity, students will return to their seats. *PP/EP-Visual representations of these events and questions will be provided. (<1 min.)
6. The teacher will then present the class with the in process assignment. Students will write an essay choosing a scene from *Treasure Island* or a text they have read on their own

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for class and change the way the event takes place by the decisions made by the characters. (10 min.)

7. The teacher will model this by using an example from *Treasure Island* read in class the previous day. (5 min.)
8. The class will spend the remainder of the period prewriting. Discussion among peers and with teacher is encouraged. (5 min.)

*Adaptations for different levels of ESOL students if necessary.

5. Assessment and Assessment Criteria:

- Students participate in class activity.
- Students turn in exit out cards at the end of the period.

PP/EP

- ESOL students will include new words in their dialogue journals.

6. Lesson Plan Extensions and Modification Ideas (i.e., How would you truncate or elaborate on the lesson to adjust for students needs, time constraints, etc.)

- Students will have the option to create their own adventure story for an culminating assignment at the end of the school year.

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Lesson Title: Practicing In Process Assignment
Unit: Identity through Adventure
Class: 10th
Date: Week 3- Thursday

1. Objectives:

- Students will fully understand the concept presented in the in process assignment.
- Students will brainstorm ideas for their in process assignment.
- Students will have a better understanding of the in process assignment through experience and modeling.

Objectives for ESOL students are the same.

2. Sunshine State Standards:

- LA.910.3.1.1- The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests.
- LA.910.3.1.3- The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
- LA.910.4.1.1- The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description.
- LA.910.4.2.1- The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions).
- LA.910.4.2.3- The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs.
- LA.910.1.7.2- The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning.

- LA.910.1.7.3- The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.
- LA.910.1.7.4- The student will identify cause-and-effect relationships in text.

3. Materials:

- Paper
- Pens/Pencils

4. Lesson Sequence (and approximate times for each segment): (55 min.)

1. Students will begin class by responding to the daily journal writing assignment on the board: “Reflecting on the road signs assignment yesterday, would having the knowledge then that you have now have effected your actions? Would you change the course of your personal history in order to avoid those mistakes or do you believe that you have learned from it and it has influenced your identity?” (5 min.)
2. Teacher will then ask students to recall their MADLIB activity from the beginning of the semester and how the decisions they made for the character in the activity changed the direction of the story. The teacher will display the finished MADLIB for the class to help recollection. This allow for a short discussion (10 min.)
3. Teacher will then pass out a handout with directions for the in process activity and an example story. (See Handout) (1 min.)
4. The teacher will read the familiar story aloud to the class. (5 min.)
5. The class will then choose a pivotal moment from the story to change followed by a class discussion. (25 min.)
6. The teacher will then assign homework for the next day. (1 min.)
7. Begin to brainstorm scenes from *Treasure Island* that you might want to use for you writing assignment. (8 min.)
Students will spend the remainder of the period developing ideas and asking questions.

*Adaptations for different levels of ESOL students if necessary.

- Handing out the reading and not just reading it aloud will be beneficial.

5. Assessment and Assessment Criteria:

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- Student participates in class discussion.
- Student can show comprehension of the assignment.

6. Lesson Plan Extensions and Modification Ideas (i.e., How would you truncate or elaborate on the lesson to adjust for student needs, time constraints, etc.)

- Students will begin working on the assignment in class so there is time to get feedback and clarification.

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Lesson Title: Workshops and Brainstorming
Unit: Identity through Adventure
Class: 10th
Date: Week 3- Friday

1. Objectives:

- Students will begin the writing process for their in process writing activity.
- Students will share their introductions from the previous evening's homework.
- Students will have chosen a scene from *Treasure Island* to use in writing their papers.

Objectives are the same for ESOL students.

2. Sunshine State Standards:

- LA.910.3.2.2 - establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant.
- LA.910.3.3.2 - creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas.
- LA.910.4.2.3- write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs.

3. Materials:

- A printed out copy of their introduction and/or
- A copy of the scene they have chosen to change for their in process activity
- Pen/Pencil

4. Lesson Sequence (and approximate times for each segment): (55 min.)

1. Teacher will instruct the class to take out the previous night's homework. (<1 min.)
2. Students will move into circle groups of four or five. Students may position their desks at this time (5 min.)

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3. Students will share their ideas for the assignment and the beginnings of their papers with their circle groups. The teacher will circulate throughout and facilitate the discussion. The teacher will also assist students who have not come up with a topic. Peers will be instructed to give their input on the topics and constructive criticism. (30 min.)
4. Once all of the students have shared with their peers, students will return the desks to their appropriate positions (5 min.)
5. Students will be given the remainder of the period to catch up on their reading. (14 min.)

5. Assessment and Assessment Criteria:

- Students have begun to prewrite and brainstorm for the assignment.
- Students have a copy of their prewriting and brainstorming activities.

6. Lesson Plan Extensions and Modification Ideas (i.e., How would you truncate or elaborate on the lesson to adjust for student needs, time constraints, etc.)

- In process activity will be due the following week.

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Lesson Title: Foreshadowing
Unit: Identity through Adventure
Class: 10th
Date: Week Four- Monday

1. Objectives:

- Students will provide meaningful participation in book discussions.
- Students will learn definition of foreshadowing.
- Students will make predictions about the text based on specific articles from the text.
- Students will practice making predictions with unfamiliar texts *The Named* and *London Calling*.

Objectives are same for ESOL students.

2. Sunshine State Standards:

- LA.910.1.6.1- The student will use new vocabulary that is introduced and taught directly.
- LA.910.1.7.1- The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.910.1.7.2- The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning.
- LA.910.2.1.2- The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict).
- LA.910.2.2.2- The student will use information from the text to answer questions or to state the main idea or provide relevant details.

3. Materials:

- Passages from *The Named* and *London Calling*
- Pen/Pencil
- Exit Out cards
- Journals

Additional Materials for ESOL students if necessary

- Dialogue Journals

4. Lesson Sequence (and approximate times for each segment): (55 min.)

1. Quick Write journal activity: What is foreshadowing? (5 min.)
2. Teacher will begin the class with the students coming up with a definition of foreshadowing. Students will be instructed to put this definition in their journals underneath their definition if different. (10 min.)
3. Teacher will then instruct class to separate into four groups, giving them time to move their desks into groups. (2 min.)
*PP/EP-Teacher will use explanatory gestures for ESOL students.
4. Teacher will explain the activity. (2 min)
5. Each group will be given a passage from a book they have not read. Two passages will be from *The Named* by Marianne Curley and the other two will be from *London Calling* by Edward Bloor. (1 min.)
6. Groups will make predictions based on clues directly from the text and will come up with a list of predictions about what they think will happen next in the passages.(20 min)
*PP/EP- make a drawing of the scene and then another drawing of the predicted outcome.
7. Teachers will remind students that if the books seem interesting to them they may borrow them from the in-class library and use them for their culminating project at the end of the semester. Groups present their predictions with rest of class. (5min.)
*PP/EP- create list on the poster board to facilitate active involvement in the classroom.
8. Students will then fill out an exit out card based in the question “Can you recall an example of foreshadowing from *Treasure Island*?” or “Can you make a prediction of how the book will end?” (10 min.)

*Adaptations for different levels of ESOL students if necessary

5. Assessment and Assessment Criteria:

- Students can cite specific examples from the passages to justify their predictions.
- Students have filled out an exit out card that explains their prediction for the end of the book based on something that was foreshadowed in the text.

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Megan Solko

PP/EP/SE/IF

- Students have participated in the creation of group lists.
- Students have an accurate depiction of the scene from the passage.

6. Lesson Plan Extensions and Modification Ideas (i.e., How would you truncate or elaborate on the lesson to adjust for student needs, time constraints, etc.)

- Students will be able to use the books from the passages for their final book reports.
- Students will use their definitions of foreshadowing and their predictions for the end of the book in a later lesson.

Ashley Bower
Lauren Phillips
Megan Solko

Lesson Title: Theme in *Treasure Island*

Unit: Identity through Adventure

Class: 10th

Date: Week Four- Tuesday

1. Objectives:

1. Students will develop definition of 'theme' in literature.
2. Students will discuss the theme of *Treasure Island* with peers.
3. Students will use the ideas offered by their peers to come up with a working idea of the theme.
4. Students will differentiate 'theme' from 'plot' and 'subject.'

Objectives are the same for ESOL students.

2. Sunshine State Standards:

- LA.910.2.1.1- The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text.
- LA.910.2.1.2- The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict).
- LA.910.2.1.4- The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance.
- LA.910.1.6.1- The student will use new vocabulary that is introduced and taught directly;
- LA.910.1.7.2- The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning.

3. Materials:

- Journals
- Pen/Pencil

4. Lesson Sequence (and approximate times for each segment): (55 min.)

- Students will respond in their journals to the question: Can you think of something that is “themed?” (5 min.)
- Teacher will instruct students to get in square groups of

four. (3 min.)

*PP/EP- Teacher will make a visual representation of this on the board.

SE/IP- Students can partner with study buddies.

- Teacher will post a question on the board: What is theme? (1 min.)
- Students will be given time to think about their answer. Students will then be instructed to turn to the neighbor across from them in their square groups and share their answer, then come to an agreement on their answer. (10 min.)
- Teacher will ask a representative from the pairs to share their answer and the teacher will make a list of the responses on the board. (5 min.)
- The class will then discuss what they believe the definition of 'theme' to be. (10 min.)
- Teacher will then instruct students to turn to their neighbor next to them in their square groups and discuss what they believe the theme of *Treasure Island* to be, based on the definition supplied by the class, citing specific examples from the text (15 min.)
- The groups will then share their answers with the class. (6 min.)

5. Assessment and Assessment Criteria:

- Students have created a definition of theme.
- Students have defined the theme of *Treasure Island*.
- Students have participated in cooperative discussion.

Assessment is the same for ESOL students.

6. Lesson Plan Extensions and Modification Ideas (i.e., How would you truncate or elaborate on the lesson to adjust for student needs, time constraints, etc.)

- Students will include discussion of theme in later writing assignments.

Ashley Bower
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Megan Solko

Lesson Title: Stand and Share
Unit: Identity through Adventure
Class: 10th
Date: Week Four-Wednesday

1. Objectives:

- Students will participate in discussion upon finishing the novel.
- Students will analyze the differences in their predictions to how the novel ended.

Objectives are the same for ESOL students.

2. Sunshine State Standards:

- LA.910.2.1.2- The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict).
- LA.910.2.1.4- The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance.
- LA.910.2.1.5- The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).
- LA.910.2.1.7- The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;
- LA.910.2.1.8- The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written.
- LA.910.2.2.2- The student will use information from the text to answer questions or to state the main idea or provide relevant details.

3. Materials:

- Journals

4. Lesson Sequence (and approximate times for each segment): (55 min.)

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- The class will begin with a journal writing activity. Students will answer:
What is your opinion of the book you have just finished? Did you enjoy it? Why or why not? (5 min.)
- The class will participate in a discussion of the book, as they have just finished it. (20 min.)
 - Favorite/least favorite parts, characters, scenes, surprises
 - Why? How did they make you feel? Why do you think the characters acted this way? How did these actions affect the way the story turned out for the characters and how they were viewed by the reader? Do you think the characters are worse or better off after the adventure? Further discussion of theme from previous day's lesson.
- The teacher will then instruct students to take out their journals. Their exit out cards from Monday have been glued into their journal pages. Teacher will ask the class to discuss these predictions to the way they compared to how the events unfolded in the book, citing specific examples. (20 min.)
- Remainder of the period will be spent working on the in process activity, due Friday. (15 min.)

5. Assessment and Assessment Criteria:

- Students participate in the discussion of their texts.
- Students can draw comparisons to the way the book unfolded and the way they predicted it would.

SE/IF

- Students may work with partner on assignments or peer reviewing.

6. Lesson Plan Extensions and Modification Ideas (i.e., How would you truncate or elaborate on the lesson to adjust for student needs, time constraints, etc.)

- Students will be able to compare the way the story actually ended to their in-process activity.

Ashley Bower
Lauren Phillips
Megan Solko

Lesson Title: Surprises in Adventures
Unit: Identity Through Adventure
Class: Tenth
Date: Week Four- Thursday

1. Objectives: (specific, measurable, taxonomic)

- Students will be able to identify aspects of surprise in a story.
- Students will be able to discuss and analyze how surprise affects a story.

PP/EP

- Students will be able to recognize the element of surprise when the teacher reads the correct definition with hand gestures and facial expressions.

SE/IF

- Students will be able to identify aspects of surprise in a story.
- Students will be able to discuss and analyze how surprise affects a story.

2. Sunshine State Standards:

- LA.910.2.1.10The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.

3. Materials:

- Treasure Island text
- Copies of The Most Dangerous Game for the students and teacher

Additional Materials for ESOL students if necessary

4. Lesson Sequence (and approximate times for each segment): (55 min.)

1. Welcome students and recap yesterday's discussion of theme. Lead class in a brief discussion about Treasure Island. (6 min)
2. Introduce the element of surprise in stories. Discuss surprise endings and events.(5 min.) *PP/EP- Help students understand the emotion of surprise through translation of it's definition and hand gestures and facial expressions.
3. Have students help make a list on the front board of events and scene from Treasure Island that surprised the reader and/or the characters. (7 min.)
4. Introduce students to the short story The Most Dangerous Game. (3 min.)
5. Read The Most Dangerous Game out loud as students follow along at their desks. (7 min.)

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Lauren Phillips
Megan Solko

6. Stop halfway through the story and discuss with students what they think will happen next. (4 min.)
7. Have teacher continue to read the story out loud as students follow along at their seats. (7 min.)
8. Discuss with students the elements they found surprising in The Most Dangerous Game? Did that make you enjoy the story more or less? How would have you changed the story? (14 min.)
9. Homework for tomorrow: Ask students to make a list of details about themselves, their families, their friends, and their lives for tomorrow activity. (2 min.)

*Adaptations for different levels of ESOL students if necessary

5. Assessment and Assessment Criteria:

- Students will be assessed by their participation and correctness in analyzing and discussing elements of surprise.
- **Adaptations for different levels of students if necessary.**

PP/EP

- Students will be able to correctly identify surprise as the emotion being showing through facial expressions as the teacher defines surprise.

SE/IF

- Students will be assessed by their participation and correctness in analyzing and discussing elements of surprise.

6. Lesson Plan Extensions and Modification Ideas (i.e., How would you truncate or elaborate on the lesson to adjust for student needs, time constraints, etc.)

- Find another text dealing with surprises to add into to discussion with Treasure Island and The Most Dangerous Game.

Ashley Bower
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Megan Solko

Lesson Title: Create Your Own Treasure Map
Unit: Identity Through Adventure
Class: Tenth
Date: Week Four- Friday

1. Objectives:

- Students will be able to create a poem/riddle incorporating details from their lives.
- Students will be able to create a treasure map incorporating details from their lives.

Objectives for ESOL students if different (including consideration for all four levels)

PP/EP

- Students will be able to match rhyming words written on note cards with a word the teachers says when asked orally, and the cards have been previously read out loud to the student.

SE/IF

- Students will be able to create a poem/riddle incorporating details from their lives.
- Students will be able to create a treasure map incorporating details from their lives.

2. Sunshine State Standards:

- LA.910.4.1.2 The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
- LA.910.4.1.1 The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and

3. Materials:

- Construction paper
- Colored pencils/crayons/markers
- Lined notebook paper
- Writing utensils

Additional Materials for ESOL students if necessary

- Note cards with rhyming words.

4. Lesson Sequence (and approximate times for each segment): (55 min.)

9. Welcome students and have them pull out their homework from last night. Explain the activity for the day. Today, they will be creating there very own treasure map including elements from their lives. The homework assignment will act as a starting cheat sheet. (5 min.)

10. Assignment will include a picture with descriptive details leading the treasure hunter through places in the student's lives and including details personal to the student. Students will also create a small poem/riddle for the treasure hunter. The poem/riddle will incorporate things from the student's lives. (5 min.) **PP/EP- Students will be able to work with the teacher orally in practicing hearing and reading words that rhyme and stressing the rhyming syllables. Students will be able to draw a treasure map with pictures of things in their lives.*
11. Teacher will model activity. (5 min.)
12. Students will now grab supplies such as construction paper for their map, art supplies, and a lined sheet of notebook paper for their poem/riddle. (35 min.)
13. Students who finish can choose to share their treasure map and poem/riddle with their peers for extra credit points. Students who are not finished may take the activity home to finish. (5 min.)

**Adaptations for different levels of ESOL students if necessary*

5. Assessment and Assessment Criteria:

- Students will be assessed in an S/U grading system for the completion of a treasure map and a poem/riddle incorporating details from their lives.

Adaptations for different levels of students if necessary.

PP/EP

- Students will be assessed orally on the ability to point out the index card with the word on it that rhymes with the one the teacher is saying orally. The teacher will read every card to the students with stresses before testing begins.

SE/IF

- Students will be assessed in an S/U grading system for the completion of a treasure map and a poem/riddle incorporating details from their lives.

6. Lesson Plan Extensions and Modification Ideas (i.e., How would you truncate or elaborate on the lesson to adjust for student needs, time constraints, etc.)

- Students can shorten poem to be one worded lines, or work with a partner.